DOCUMENT RESUME

ED 310 911 SE 050 579

| | |
|---|---|
| AUTHOR | Sledge, Janet H., Comp. |
| TITLE | Take Pride in America Educational Leader's Guide. |
| INSTITUTION | Department of Agriculture, Washington, D.C. |
| PUB DATE | Dec 88 |
| NOTE | 29p.; These materials have been developed in conjunction with the national "Take Pride in America" program, a federal interagency environmental education effort being coordinated by the U.S. Department of Agriculture and the U.S. Department of the Interior. For a related resource guide see ED 234 280. Ordering information for the related videotape is attached to the document. |
| AVAILABLE FROM | USDA-TPIA, Room 245-E Administration Building, Washington, DC 20250. |
| PUB TYPE | Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *Community Organizations; Community Role; Community Support; Conservation (Environment); *Conservation Education; Elementary Secondary Education; *Environmental Education; *Natural Resources; *Nonformal Education; *Science and Society; Teaching Methods; Wildlife |
| IDENTIFIERS | *Take Pride in America |

ABSTRACT

The Take Pride in America (TPIA) school program encourages volunteer stewardship programs to help protect, enhance, and manage public lands such as school sites, forests, parks, water reservoirs, historical sites, fish and wildlife areas, public nature preserves, and wilderness areas in the United States. From this program an educational guide and video have been developed to encourage adults and youth groups to join with thousands of others in grassroot volunteer efforts to rekindle feelings of respect for the land. This guide is designed to show how to increase the respect and concern for the country's natural and cultural resources among our youth. These activities primarily provide educational enrichment activities for young people of junior and senior high school age in the classroom or in youth activities related to scouting, 4-H clubs, Future Farmers of America, and other church, synagogue, and community organizations. The leader's guide provides activities intended to make TPIA a real and living experience for youth groups. Improvisation is encouraged as necessary to turn the concepts into workable educational activities. Throughout the guide, the term "participants" is used to identify the individuals and groups to which this guide is targeted. (CW)

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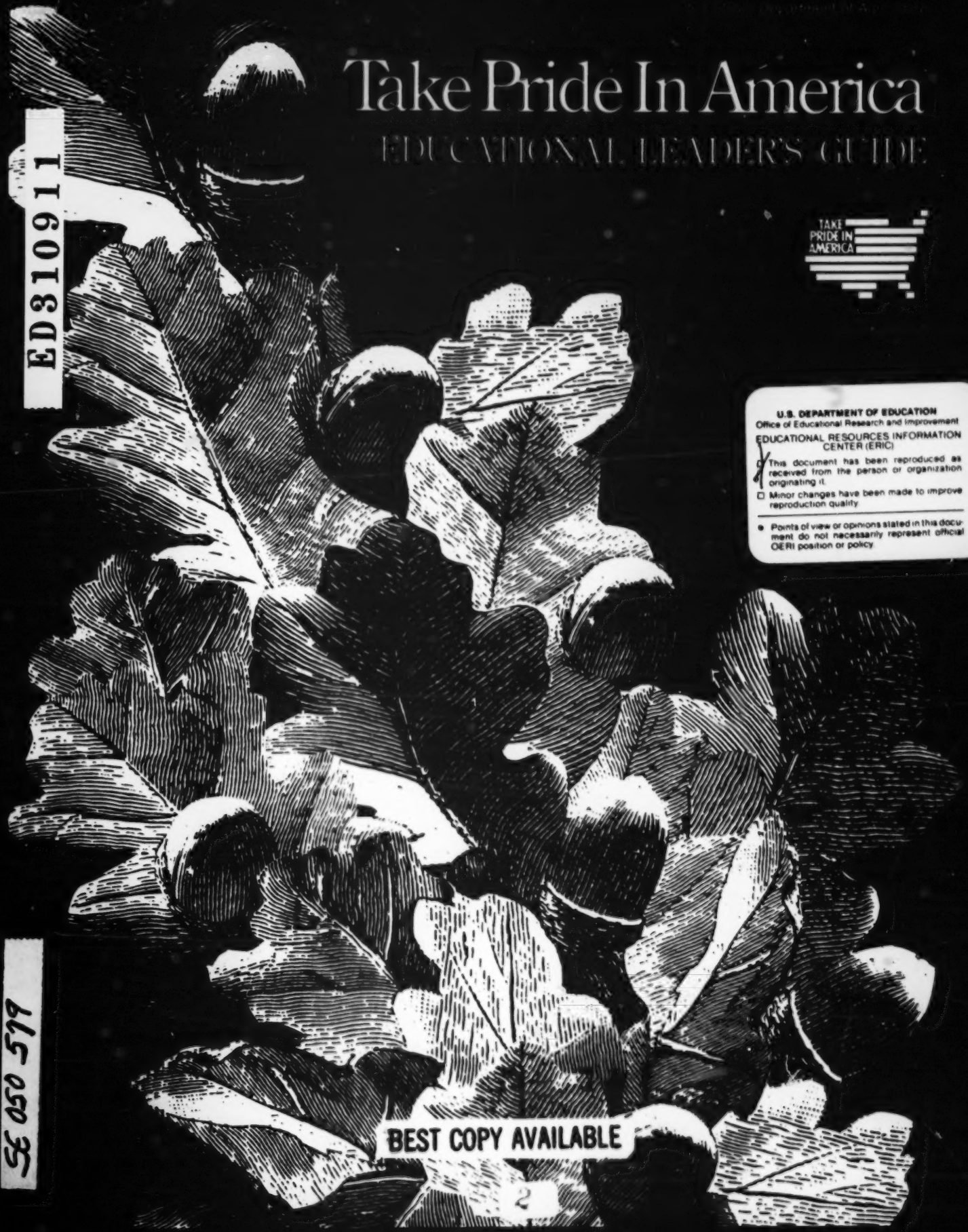
# Take Pride In America

## EDUCATIONAL LEADER'S GUIDE



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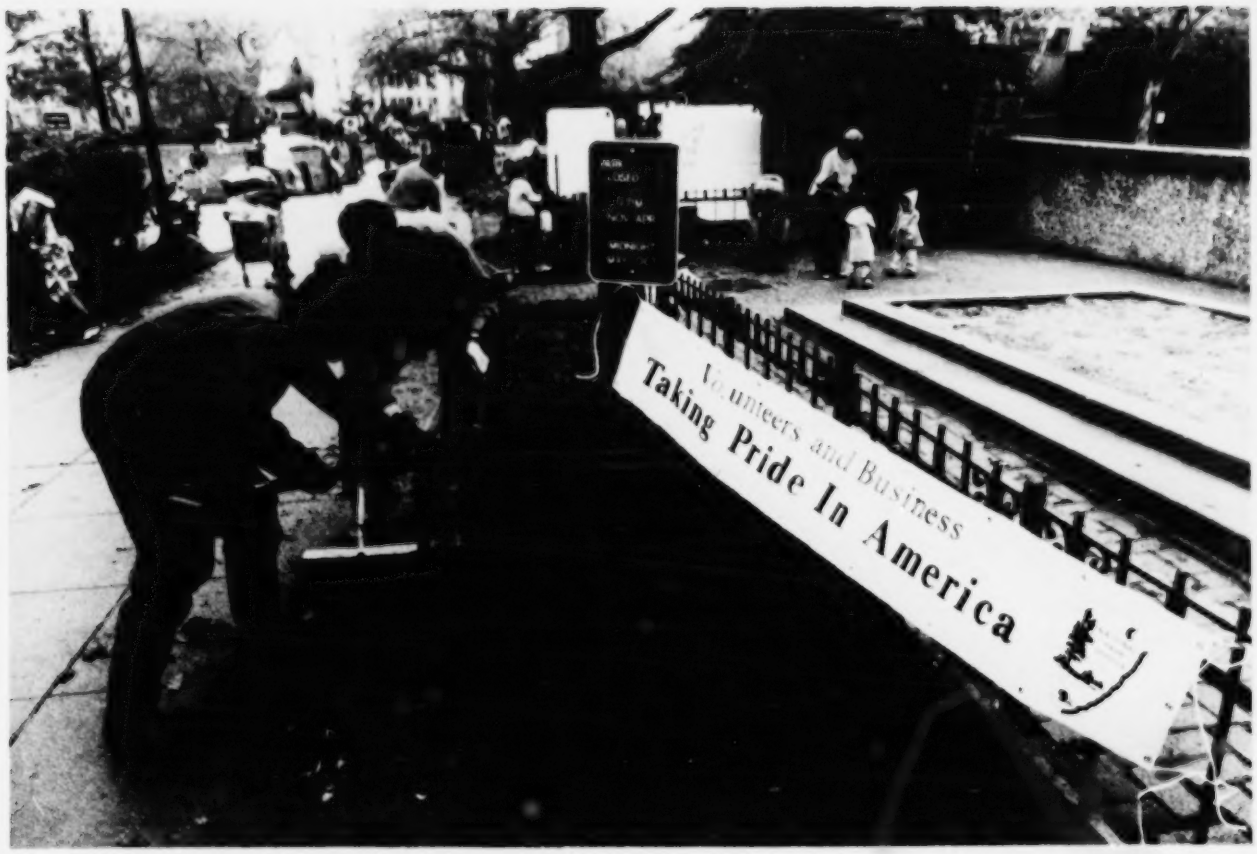


United States
Department of
Agriculture

Rm. 245-E Adm. Bldg.
Washington, D.C., 20250
202-475-5541

Welcome Teachers and Youth Group Leaders!

We have developed a Take Pride in America (TPIA) educational guide and video to encourage you and your youth groups to join with thousands of others in grassroot volunteer efforts to rekindle feelings of respect for the land.

This guide is designed to show you how to increase the respect and concern for our country's natural and cultural resources among our youth. These activities primarily provide educational enrichment activities for young people of junior and senior high school age in the classroom or in youth activities related to scouting, 4-H Clubs, FFA, and other church, synagogue, and community organizations.

The video is a lively and colorful presentation of the TPIA story featuring the Oak Ridge Boys with the TPIA theme song and an educational message. It is an ideal means of motivating young people and getting them interested and excited about participating in TPIA projects. The video enhances the presentation, but the study guide can be used effectively without it. An order form for the video is enclosed.

The concept of TPIA has provided many exciting opportunities for young and senior citizens across the country to have rewarding experiences within their communities. Youth groups and individuals have received local, State, and national recognition for their successful projects aimed at improving their communities.

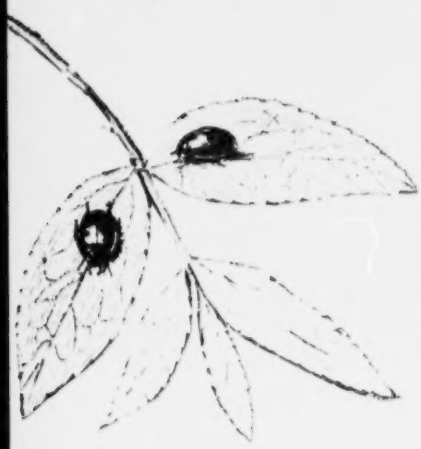
Individually, each American can make a difference. Working together, there's no limit to what we can do.

Come join us and Take Pride in America!

The USDA TPIA Staff

December 1988

# HOW TO USE THIS GUIDE



The leader's guide provides activities intended to make TPIA a real and living experience for your youth group. However, you are encouraged to improvise as necessary to turn the concepts into workable educational activities. Throughout the guide, the term "participants" is used to identify the individuals and groups to which this guide is targeted.

These activities are not necessarily intended as daily activities as each could take more than one session in order to get the full benefit. Since these are enrichment activities, they are well suited for participants meeting after school hours as well as during classroom time. *The activity worksheets are to be detached from the guide, duplicated, and distributed to your participants.

There are many opportunities for educational enrichment that go well beyond the boundaries of this guide. With your creative ideas, you can use the TPIA concepts to enhance a number of subject matter areas.

Introducing TPIA to your participants can be a year-round activity. The concept can be introduced in connection with classes in environmental science, biological science, journalism, creative writing, geography, and social studies to name just a few. Actual hands-on projects are ideal as spring, summer, and fall outdoor activities.

The video consists of the following three presentations: The Oak Ridge Boys (country music entertainers) singing the TPIA theme song, a slide presentation of the Take Pride in America story, and an educational challenge featuring the Oak Ridge Boys and youth groups currently involved with TPIA.

*The entire study guide and the video may be duplicated and shared with other teachers and youth leaders.

As a followup to their educational message, the Oak Ridge Boys invite all participating youth groups to let them know the results of the projects. The Oak Ridge Boys will send a congratulatory letter to each class and youth group submitting a summary. The format for preparing the Oak Ridge Boys TPIA summary is attached to the guide.

Encourage your participants to keep a journal of their project so that a summary report can be easily developed and useful for other reports and presentations.

Each year, successful projects can be nominated for national recognition in a ceremony held at the White House. For more information on the nomination process and deadlines, please contact the Governor's TPIA representative in your State or the nearest USDA office listed in your telephone directory.

# LEADER'S GUIDE

## INTRODUCTION TO TPIA

### BACKGROUND

From sea to shining sea, from the gulf coast to Alaska, our Nation boasts an abundance of natural and cultural resources. A land with seemingly endless natural resources that provide food and shelter for its people, and protection for its wildlife. A land with scenic beauty reflected in its lakes and sparkling waterfalls, in its majestic towering mountains, and in its sprawling golden wheat fields. A land that provides many hours of sports and recreation, or the leisurely observance of the many miracles of nature.

Our fragile historic and archaeological sites, centuries old, reveal the country's rich heritage—a legacy for future generations. Artifacts, monuments, and statues are proud reminders of our past.

Natural and cultural resources can be found throughout our Nation, in the national forests, in the parks, on sandy beaches and fertile desert oases, in our cities, and on our farm lands. Most of us know how to enjoy these resources, sharing them with others today and protecting them for generations to come.

Unfortunately, some people don't care or don't realize that resources must be used wisely. Misuse of our lands makes them less productive and less attractive, and endangers the habitat of our precious wildlife and endangered species. Carelessness and misuse limit the availability of our resources and our ability to fully enjoy what our country has to offer.

**"Take Pride in America"** is a nationwide effort to encourage individuals and groups to take part in neighborhood and community efforts to conserve our Nation's natural and cultural resources. In President Reagan's 1986 State of the Union Address, he said:

> "All Americans should take pride in their outstanding public lands and historic sites that belong to everyone . . . we must all work together for a renewed awareness that these are our lands."

Based on this challenge, nine Federal agencies under the leadership of the Department of the Interior formed a TPIA partnership in 1986. Those agencies are the Departments of Agriculture, Commerce, Education, Interior, and Transportation; the Environmental Protection Agency; Army Corps of Engineers; ACTION; and the Tennessee Valley Authority.

**TPIA IN THE DEPARTMENT OF AGRICULTURE (USDA)**

As one of the charter Federal agencies, USDA is deeply committed to the concept of "Take Pride." Our purpose is to remind all Americans, particularly our youth, that what we do to the environment is our legacy for future generations. The USDA Food and Agricultural Council (FAC), comprised of all USDA agencies in a local area, is the contact and resource point for local volunteers and their projects. The FAC provides local leadership in support of our TPIA partners and stimulates the interest of local officials and private sector volunteers.

The goals of TPIA are to increase awareness of the importance of the wise use of our resources shared by all Americans; encourage an attitude of stewardship and responsibility for public and private resources; and promote participation by individuals, organizations, and communities in caring for our public natural and cultural resources.

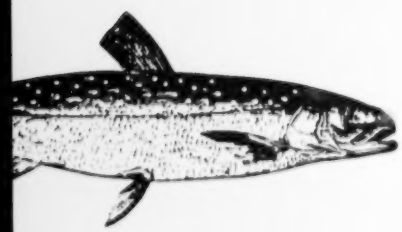
Well known to us are public lands such as national forests and parks with their abundance of recreational facilities for hiking, fishing, hunting, camping, swimming, or just plain bird watching. Public lands also include those areas protected and reserved as wildlife refuges. So often we take for granted our public schools, local roads, city streets, and State and Federal highways, but these are public lands too.

Additionally, the TPIA message includes and encourages the proper care and land use management of private as well as public land throughout the country. Farm lands, neighborhood vacant lots, private estates, personal residences and property, and land owned by private clubs, churches, synagogues, amusement parks, and businesses are just a few examples of private lands.

## ABUSES TO AND MISUSES OF OUR CULTURAL AND NATURAL RESOURCES

The stewardship message central to the Take Pride in America campaign embodies wise use and reduced abuse of public lands and natural and cultural resources. Land managers have identified some examples of the way inconsiderate users damage and deface our public lands.

Examples of abuse on public lands:



- Road signs stolen and used as target practice or torn down; wooden park signs sawed in half and used as firewood
- Trash cans overturned and riddled by gunshot or stolen
- Public restroom facilities covered with graffiti and toilet seats broken
- Public buildings vandalized, windows broken, and holes torn in walls
- Picnic tables and benches destroyed or looted
- Footbridges destroyed
- Plants, flowers, shrubs, and trees plundered

- Archaeological sites bulldozed and looted
- Rocks, bridges, highway overpasses, and urban playgrounds defaced by graffiti
- Geysers, fountains, ponds, and streams "soaped" with detergent
- Statues stolen, used for rifle practice, spray-painted, or smashed

- Waterways littered with alcoholic beverage bottles, soft drink cans, styrofoam cups, and cigarette butts
- Beaches littered with debris hazardous to wildlife and humans

- Poaching
- Out-of-season hunting, trapping, and fishing
- Illegal hunting of endangered species

- Illegal dumping of refuse
- Initials carved on tree trunks, picnic tables, and wooden signs
- Lawns of public buildings and surrounding monuments wrecked by vehicles driving over them

Public lands are especially prone to litter problems. Some people do not feel any responsibility toward public property and assume someone will pick up after them. And they are usually right!

- The Department of Interior alone spends $15 million annually to clean up public lands.
- Over 80 percent of the historical sites in the Southwestern United States have been vandalized.
- Vandalism to road signs costs us between $50 million to $2 billion a year.
- In 1987 there were 142,325 forest fires on all Federal, State, and private forest lands. They destroyed nearly 4½ million acres. Ninety percent of these fires were caused by human carelessness.

- The cost of fighting forest fires on Federal, State, and private lands is $400 million a year. Forest fires also cause $500 million in damage to property every year.

Have you ever had to pick up trash that someone has carelessly tossed on your property? Don't you wonder where all the soft drink cans and fast food wrappers come from that litter farm roads and vacant lots in our communities? How often have you said to yourself, "Someone should do something about that!" Now you can be that someone!

The TPIA campaign tries to instill a broad land stewardship ethic. With TPIA success, more people will consider the consequences of their actions and pitch in to see that these problems are reduced.

**VOLUNTEERISM**

The backbone of this entire campaign is based on volunteerism. If TPIA is to succeed, it must be through a national volunteer effort, Americans working individually or in teams, striving to protect our natural and cultural resources. Everybody doing their part.

It's so easy! Taking pride begins with just one person bending down to pick up trash in his or her own front yard or with a group of kids sprinkling grass seed and planting shrubs to protect the grounds from soil erosion at their school or at a local park.

Although this effort is national in scope, the focus is on grassroots activities. The Take Pride in America campaign is intended to facilitate and encourage community awareness and involvement. It is not intended to take the place of existing efforts but rather to provide a positive atmosphere for them and an inspiration for new efforts.

ACTIVITY 1

# LEADER'S GUIDE

**ACTIVITIES/ IDEAS**

**Play the first video segment which features the Oak Ridge Boys singing the Take Pride in America theme song. If the video is not available, detach, duplicate, and distribute the words to the theme song to the participants.**

**DISCUSSION POINTS**

What was that song all about? What was the message?

What's happening in this video presentation?

How can local folks, working together, identify and resolve local environmental problems like litter, graffiti, and trash on roadways? How about creating recreation areas from vacant lots, or clearing debris from around a historic site in your neighborhoods and communities?

**ACTIVITIES/ IDEAS**

Continue discussion about the environment and encourage participants to talk about national environmental issues and related local issues.

**Play the second video segment which is the slide show.** (If the video is not available, discuss the Take Pride in America campaign from the introduction.)

After the slide show, ask for a volunteer to serve as recorder. As the class discusses the key points of the slide show or reviews the overall campaign, list the responses on a flip chart or on the board. This list should be maintained as a resource for later activities.

**DISCUSSION POINTS**

Are there neglected resources, private or public spaces in our area?

How does misuse of the land, air, and water affect our daily lives?

What are some examples of natural resource misuses in our community?

Why should we be concerned about our natural resources?

What are cultural resources?

Why are they important?

List examples of cultural resources in your community?

**END ACTIVITY ONE**

ACTIVITY 2

## LEADER'S GUIDE

**DISCUSSION POINTS**

The costs of litter removal (as opposed to garbage removal) and vandalism to property are tremendous for all of us. Our tax dollars pay for these services on public lands such as school grounds, parks, streets, roads, and highways. If these costs were reduced, there would be more of our tax dollars available for other community priorities. When private properties owned by businesses and organizations are littered and vandalized, we pay the penalty through higher retail costs or increased fees and assessments.

**ACTIVITIES/ IDEAS**

Have participants identify public sites within the community such as schools, parks, streets, or historic monuments/grounds and see what types of litter and vandalism problems exist.

Determine the annual cost of litter removal and vandalism from the appropriate government agency (county, city, or State). How is litter handled on public lands in or near your community?

**DISCUSSION POINTS**

What type of vandalism is most common in your community?

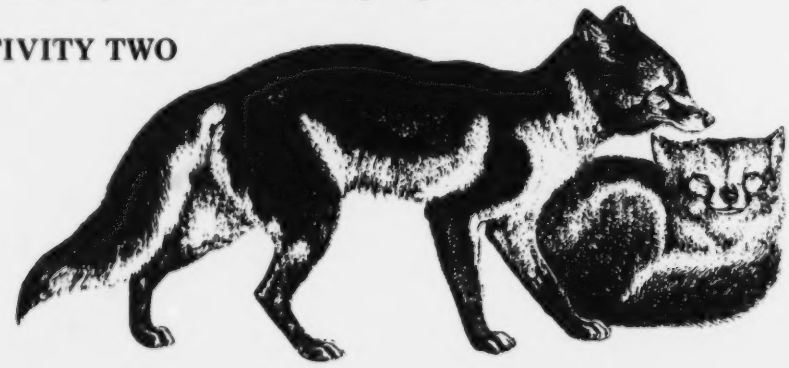
What are the costs of litter removal and damage to public property in your community? How can this information be obtained?

What other recreational and social services could our community finance if the costs of litter and vandalism could be cut drastically? What is the impact of littering and improperly disposing of household (and car oil) chemicals on private or public lands?

Is it feasible to set up containers for recycling materials in public areas?

What other ways can you encourage communities to reverse the impact of littering and vandalism and restore our natural and cultural resources? List ways individuals and groups can act.

**END ACTIVITY TWO**



ACTIVITY 3

## ACTIVITIES/ IDEAS

## LEADER'S GUIDE

Prepare for activity three by asking participants to read and bring in newspapers and magazine articles on national and State environmental issues. Focus on the local significance and/or articles about efforts to resolve local problems related to natural and cultural resources in the community.

**DISTRIBUTE THE CONSERVATION WORD SHEET**

Review the video slide show where many of these words and phrases were used.

Participants may need to spend time in the school or local library to define words and phrases. They should begin to incorporate this list of words into their vocabularies and writing assignments about the environment and natural and cultural resources.

Involve participants in a discussion on the meaning of terms and how they may apply in their communities.

Discuss other terms and expressions found in articles that participants may not fully understand.

Have participants write articles and/or editorials for the school or local newspaper related to the community's natural and cultural resources. Participants should be encouraged to use the words provided on the list and/or new words that they have added.

Participants can develop their public speaking skills. Each participant can prepare and deliver a 2-to-3-minute speech on a topic related to the conservation of cultural and natural resources. Incorporate as many as possible of the words listed and those that have been added.

Participants can gain experience in public speaking by delivering their speeches before their youth group, classmates, and community organizations.

**END ACTIVITY THREE**

ACTIVITY 4

# LEADER'S GUIDE

## ACTIVITIES/ IDEAS

**Play the third segment of the video which is the Oak Ridge Boys' challenge to action.**

The Oak Ridge Boys challenge the participants to get involved in a TPIA project in the community. They tell how participants can receive recognition from the Oak Ridge Boys for their project.

**Distribute the TPIA survey activity sheets for public lands and private lands.**

## DISCUSSION POINTS

Discuss these activity sheets with the participants. Be certain that participants understand that these activity sheets will be the basis for selecting TPIA projects and should be filled in carefully.

## ACTIVITIES/ IDEAS

Organize a group "walk around" or "ride around" the community. The purpose is to focus on the environment. Take note of the natural and cultural resources in the community, and become aware of any misuses and abuses. This activity is the very heart of the TPIA projects—it's getting to know your community. The "walk around" or "ride around" is educational and can be a lot of fun.

If the participant group is large, divide it into smaller groups. This could spark some healthy competition to see which team can come up with the most ideas. Emphasize that the participants should be alert and imaginative. Remind the participants that a great TPIA project could be discovered just around the corner!

Consider dividing your participants into groups designated to look for potential projects on either private lands or public lands.

Plan to have more than one session to complete the survey sheets for activity four. The sheets are geared to having the participants canvas the community so they can get to know what resources should be of concern to the community. Visits to local government officials, USDA offices, the Chamber of Commerce, local media, and other volunteer organizations in the community may be helpful.

Keep in mind that you should be very flexible in defining your community area. The area should be large enough to provide a variety of potential TPIA projects.

Your more adventurous participants may want to visit areas beyond the boundaries of their immediate community. These activities should be encouraged as it will provide a new educational experience for many urban and rural young people. It will also offer them broader TPIA opportunities.

**END ACTIVITY FOUR**

ACTIVITY 5

## ACTIVITIES/ IDEAS

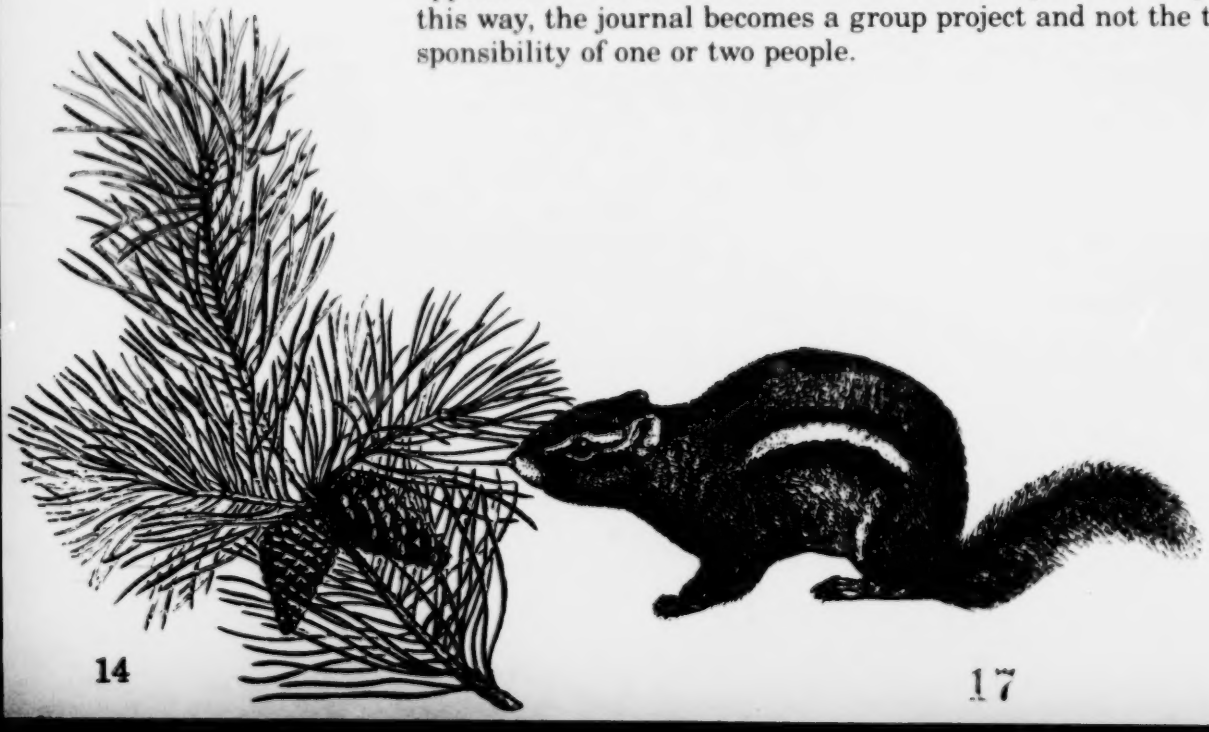
# LEADER'S GUIDE

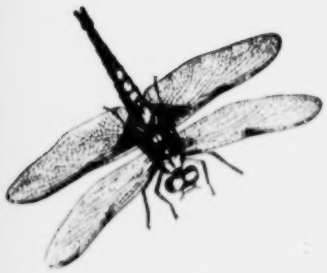
Now that participants have completed the TPIA public land and private land survey sheets, they are ready to select and begin work on one or more TPIA projects. After completing the TPIA surveys, participants should have most of the information needed to make a great start!

In selecting the project or projects, you need to keep the following in mind:

- How much time can your participants make available for TPIA projects?
- How long do you anticipate that the project will run before completion?
- Where is the TPIA project site?
- Is transportation needed to get to the project site?
- How are you going to publicize the project?

The participants should select one or two recorders who will maintain all the documents related to your project in a TPIA journal. In addition to the two official recorders, other participants should be appointed to track and write about certain aspects of the project. In this way, the journal becomes a group project and not the total responsibility of one or two people.





You can expect new information and ideas to develop as the project progresses. This information will be useful as participants may need to give periodic updates of the TPIA activities to sponsoring organizations, schools, church groups, city and county officials, or other youth/adult organizations who may want to start a TPIA project.

The TPIA journal should include your survey sheets and all preliminary information regarding the specific project selected. Participants should take action photographs to be included to show the various stages of the project or to visually show a before-and-after image.

Many schools, scout groups, and 4-H clubs have photography classes. What a great idea to have your participants give a photographic display in the school, in churches, in the lobby of commercial buildings, and in city and county buildings! What an exciting way to say, "Look at what our TPIA project has done for our community!"

The photographic exhibit can be expanded to include a photographic or art essay display. Your participants can write stories for individual photographs or a continuing essay about conservation and related issues that will incorporate all of the photographs.

**END ACTIVITY FIVE**

ACTIVITY 6

# LEADER'S GUIDE

## ACTIVITIES/ IDEAS

After the TPIA project is completed, you will want to review your efforts with the participants to see if you accomplished your goals.

This type of project evaluation is a good way to help your participants focus on the important aspects of this project.

## DISCUSSION POINTS

What were the benefits to the local community? Keep in mind how you defined community initially.

What were the benefits that were not anticipated initially?

How did the project get community support?

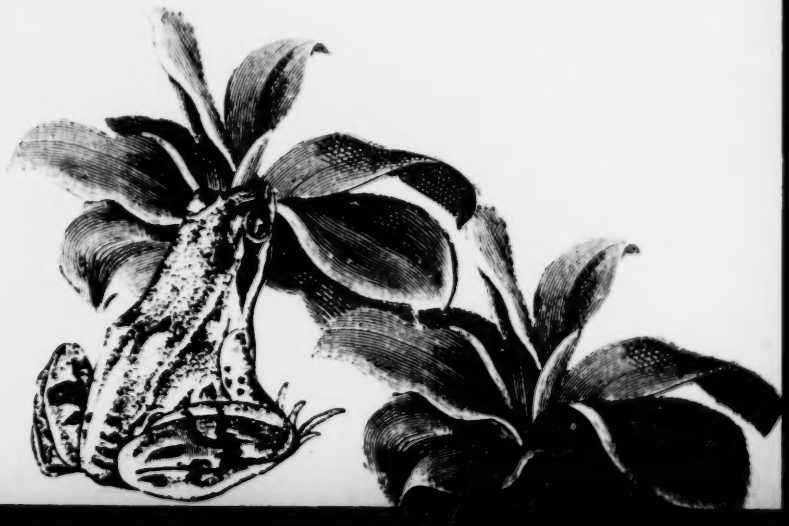
How were problems and obstacles handled that were not anticipated earlier?

Did the participants enjoy the project? What specific aspect of the project did different participants like the best and why?

What new skills were developed by participating in this project?

In what other kinds of activities can the participants continue to use these skills?

**END ACTIVITY SIX**



## TPIA ACTIVITY WORKSHEET

### CONSERVATION WORD SHEET

Define and discuss these words and terms that are applicable to the conservation and protection of our natural and cultural resources. As you learn more words, add them to this list.

1. natural resources
2. cultural resources
3. historic sites
4. pollution
5. wildlife habitat
6. soil erosion
7. conservation
8. private lands
9. public lands
10. legacy
11. vandalize
12. resource management
13. environmental impact
14. archaeological find
15. land stewardship
16. national heritage
17. wildlife refuges
18. land use ethic
19. volunteerism
20. household chemicals

21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
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35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

## TPIA ACTIVITY WORKSHEET

# 2

### TAKE PRIDE IN AMERICA SURVEY SHEETS FOR PRIVATE LANDS

This survey will help participants plan their Take Pride in America projects. They will need a simple strategy for identifying and obtaining the necessary community resources for making their projects successful.

If there are items that cannot be answered, review the video slide show, talk with your teacher, group leader, and other participants.

1. Identify and list five specific TPIA projects that could be developed on private land sites in your community.

site a. _____

project a. _____

site b. _____

project b. _____

site c. _____

project c. _____

site d. _____

project d. _____

site e. _____

project e. _____

2. From the list above, describe in detail how three of these projects could be developed. What equipment or tools would you need for these projects? How can these items be obtained from community sources?

project a. _____

project b. _____

project c. _____

3. What is the benefit to the local community from these TPIA projects?

project a. _____

project b. _____

project c. _____

4. Whose permission will you need in order to develop a project on these private lands?

project a. _____

project b. _____

project c. _____

5. List at least six elements of a successful TPIA project.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

6. List five ways to make the community aware of your TPIA projects.

1. _____

2. _____

3. _____

4. _____

5. _____

## TPIA ACTIVITY WORKSHEET

### TAKE PRIDE IN AMERICA SURVEY SHEETS FOR PUBLIC LANDS

This survey will help participants plan their Take Pride in America projects. They will need a simple strategy for identifying and obtaining the necessary community resources for making their projects successful.

If there are items that cannot be answered, review the video slide show, talk with your teacher, group leader, and other participants.

1. Identify and list five specific TPIA projects and list the public land sites in your community on which these projects could be developed.

site a. _____

project a. _____

site b. _____

project b. _____

site c. _____

project c. _____

site d. _____

project d. _____

site e. _____

project e. _____

2. From the list above, describe in detail how three of these projects could be developed. What equipment or tools would be needed for these projects?

How can these items be obtained from community sources?

project a. _____

project b. _____

project c. _____

3. What are the benefits to the community from these projects?

project a. _____

project b. _____

project c. _____

4. What approvals or applications for activities on these lands will be required before you begin these projects? Are these Federal, State, or county land sites?

project a. _____

project b. _____

project c. _____

5. List at least six elements of a successful TPIA project on public land.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

6. List five ways to make the community aware of your TPIA projects.

1. _____

2. _____

3. _____

4. _____

5. _____

## SUCCESSFUL TPIA PROJECTS

1. The East Jackson County Girl Scouts combined 14 troops for "Girl Scout Service Day." After consulting with the staff of the Muscatatuck National Wildlife Refuge in Seymour, Indiana, a buttonbush sowing project was planned. The buttonbush provides cover and food for young wood ducks and other waterfowl nesting at the refuge. The Scouts planted 2,500 seedlings around refuge lakes, ponds, and marshes.

2. The Nottoway County 4-H Club constructed and maintains a mile-long public nature trail at the U.S. Army's Fort Pickett in Virginia.

3. An Effingham, Illinois, resident restored and maintains a local park with a cemetery. It has now become a source of pride to the community.

4. A Minnesota 4-H club adopted a town hall, painted it, mowed the lawn, and planted trees and shrubs.

5. Covington, Kentucky, reclaimed a neighborhood vacant lot. It started with kids planting grass and flowers. The "hang-out" disappeared as a family park emerged. The neighborhood adopted and cares for it.

6. Residents of Lafayette, Louisiana, planted thousands of wild irises, canna lilies, and cattails on the banks of a bayou to stop erosion.

7. A Fayette County FFA Chapter in Oak Hill, West Virginia, developed multiple Take Pride in America projects. The plans included improving timber resources for schools and campuses, maintaining a reclaimed mine site, cleaning up historical sites, and seeding eroding banks around their school campus.

8. An employee of the USDA National Arboretum coordinated an adopt-a-tree program to clean up and landscape school grounds and other areas in a Washington, DC, community. Students from four schools planted 400 donated crabapple trees.

9. A Bostic, North Carolina, resident began to pick up trash along two State roads during his exercise walks. A news story got neighbors and residents of nearby towns interested, and now they have begun to help.

10. Texas developed a statewide "Adopt-a-Highway" campaign, and 200 counties are involved.

11. The Newmansville 4-H Conservation Club and the Soil Conservation Service in Afton, Tennessee, initiated a plan to save the Newmansville Elementary School playground located on an eroding hilltop. Their activities included digging a diversion ditch to control runoff, filling the gullies with limestone, planting 1,000 pine tree seedlings for erosion control and beautification, and sowing grass seed on the bare hillside.

12. In Orofino, Idaho, 330 volunteers restored, constructed, and maintain an 80-mile section of the Lewis and Clark Trail.

13. Idaho's Caribou National Forest volunteers helped design and construct an environmental education trail useable by the handicapped.

14. A teacher developed an environmental awareness program for children in Laramie, Wyoming, and taught fellow teachers to use it. Students are now undertaking TPIA projects within the community.

15. A resident in Challis, Idaho, developed a "How Can I Take Pride?" essay contest for 4th, 5th, and 6th graders.

16. Two Marylanders conducted a "Clean Drinking Water" education program and are developing safe oil deposit collection sites.

17. A group of 250 volunteers cleaned and maintain 33 miles of the scenic Olentangy River stretching into Columbus, Ohio.

18. A resident started community gardens in vacant lots in Newark, New Jersey. This project encouraged residents to plant and nurture healthy green plants that enhanced the beauty of the urban landscape and provided fresh food to low-income residents.

19. A Douglas, Arizona, family adopted a neglected and vandalized rest area on the U.S.-Mexico border. They maintain it on lunch hours and weekends.

20. The Boy Scouts in the Montana Council of Great Falls, conducted a highway cleanup, "Project Good Turn," which attracted 6,000 Boy Scouts and 1,000 Girl Scouts. During the event, 3 million pounds of debris were bagged in 3 hours. This 1-day cleanup has evolved into an annual statewide event.

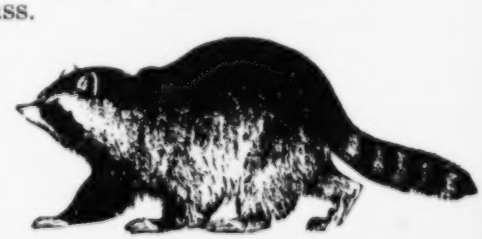
21. A Tupelo, Mississippi, resident developed environmental showplaces at each of the 29 entrances to the State by planting the State's official tree and flower.

22. USDA volunteers from Washington, DC, spent a weekend restoring a Braille trail in the George Washington National Forest, laying a flagstone floor in a shelter, and constructing a log fence.

23. Alaskans for Litter Prevention and Recycling organized youth litter patrols in 52 cities to clean up streams, trails, and roadsides.

24. In Gainesville, Georgia, 180 volunteers cleaned and maintain an area that previously had threatened local wildlife.

25. The Bermuda Run 4-H Ecology Club in Chesterfield, Virginia, actively promotes community awareness during "Spring Fling," a day-long annual festival sponsored by the 4-H members. Among the topics addressed are litter problems and the advantages of recycling paper, aluminum cans, and glass.



## TAKE PRIDE IN AMERICA OAK RIDGE BOYS— PROJECT REPORT

Name of organization:

Address:

Contact person:

Beginning and ending dates of this project:

Name of project and why it was selected:

Briefly describe project activities:

List your accomplishments:

List benefits to the community:

List educational value to organization members:

The Oak Ridge Boys Project Report should follow the above format and be no longer than two typewritten pages. No more than two photos may be included. **No materials will be returned.**

Send your project report to:

The Oak Ridge Boys—TPIA Project
329 Rockland Road
Hendersonville, TN 37075

# "TAKE PRIDE IN AMERICA"

Words & Music
by
David Bracken
Clyde Otis

When was the last time, you saw an
eagle on the fly
Well look around you, we are that
eagle in the sky.
Up here, where God shines his light
America never looked so bright.
So take pride in America, take pride in
the USA.
Take pride in America, America don't
turn away.
Come on it's our duty, to preserve our
country's beauty.
Take pride in America, take pride in
the USA.

We've come a long way, but there's still
a lot of work to do.
Rivers to clean up, forest and farms we
can renew.
More land where wildlife roam, and
volunteers to clean up our home.

So take pride in America, take pride in
the USA.
Take pride in America, America is on
parade.

The Oak Ridge Boys

So join hands and toe the line, together
we can make her shine.
Take pride in America, take pride in
the USA.

When was the last time, you had a
chance to change this land?
To make a difference? To face a task
and make a stand.
This land can last forever.
The sooner we begin the better.

So take pride in America, take pride in
the USA.
Take pride in America, America is on
display.
We won't stop until we're done, the
eagles flight has just begun.
Take pride in America, take pride in
the USA.

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Iza Music Corp. (BMI)

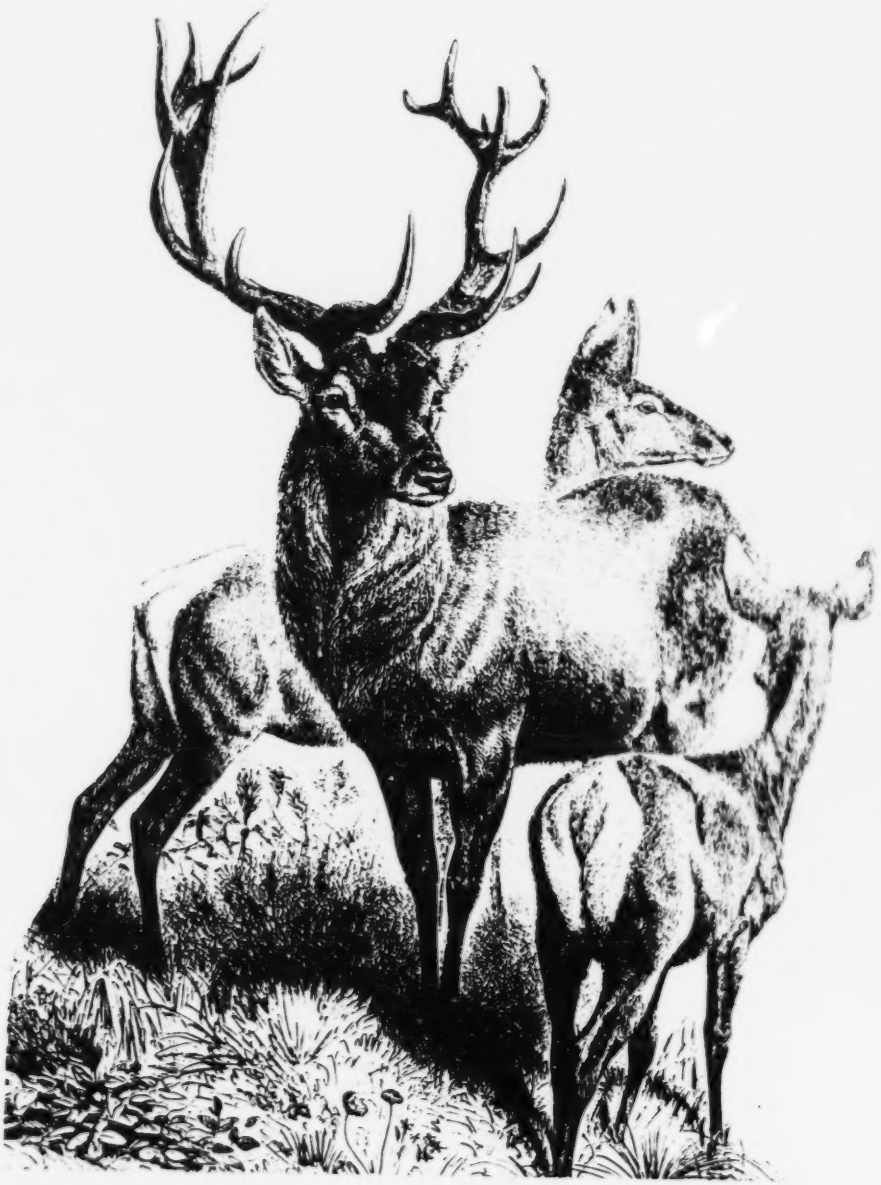
Additional Take Pride In America information can be obtained by writing to the Take Pride post office box:

Take Pride in America
P.O. Box 1339
Jessup, MD 20794

Inquirers receive a kit containing information about the Take Pride campaign and how they can find out about public land activities occurring in their States. To assist those interested in becoming involved in stewardship activities in their communities, State and local contacts are identified.

Send written request for a TPIA Leader's Guide to:

USDA—TPIA
Room 245-E Adm. Bldg.
Washington, DC 20250



## Ordering Information for Video Tape

# "TPIA Educational Leader's Guide"

You can order the VHS video tape of "TPIA Educational Leader's Guide" from The Dub Center, 51 New Plant Court, Owings Mills, Maryland 21117, or by telephoning (toll free) 1-800-382-0080.

The cost per tape is $24.58.

Money Order, Check, Visa, Master Card, or Purchase Order (Government) is acceptable.

Visa Card No. _____ Master Card No. _____

Contact _____ Phone _____

Organization _____

Address _____

City & State _____ Zip _____

( Please return this entire communication to the Dub Center when ordering by mail).